

CHILD-CARING INSTITUTIONS

Suggested Minimum Standards for Children's Homes in Ohio



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The Department of Public Welfare
DIVISION OF CHARITIES

Columbus, Ohio

July, 1925

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PREFACE.

When the Board of State Charities in 1913 was vested by the General Assembly with the duty of certifying annually all child-caring agencies, it soon became apparent that there was need for formulation of a series of requirements for such certification. The Board directed the Children's Welfare Department to prepare a tentative outline of necessary requirements or minimum standards. To Miss Esther Eaton, Assistant Director, was delegated the responsibility for making a study of the various types of institutions and agencies in order that an appropriate manual could be intelligently compiled.

After preliminary draft was made, many conferences were held with representatives of many children's homes, when a thorough discussion was entered into and many suggestions were offered and accepted. When the report was finally presented to the Board for adoption, it represented the composite view of the persons interviewed. The Board in 1915 adopted the report after making a few amendments, and ordered that it be published and distributed among the institutions concerned.

After its use for about six years it was deemed desirable to revise the Minimum Standards, to conform with the experience gained and advances generally made in that time by leading Child-Caring agencies in the United States. This second edition, issued in 1920, was prepared by Miss Mary Irene Atkinson, Chief of the Institution Inspection Bureau of the Board of State Charities, and Miss Joanne Ortelle, R. N. Assistant Inspector.

As the second edition is now exhausted it is considered advisable for the Institution Inspection Bureau of the Division of Charities (formerly the Board of State Charities) to carefully revise former editions before the third publication is authorized. This has been done by Miss Ortelle and the following pages are now submitted and designated as the Minimum Standards for Child-Caring Institutions of Ohio.

BELL GREVE, *Superintendent,*
Division of Charities,
Department of Public Welfare.

Columbus, Ohio.
June 30, 1925.

STATE OF OHIO

THESE

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INTRODUCTION

The Division of Charities

The Division of Charities of the Department of Public Welfare of Ohio is required by an act of the General Assembly passed in 1913 (g. c. 1352-1) to visit annually all institutions caring for children and to issue a certificate of approval or license to such as meet the standards set by the state. Institutions which do not conform to these minimum standards are not licensed until the objectionable features are corrected. It is illegal in Ohio for an unlicensed institution to receive children.

In order to carry out the provisions of this act and also the provisions of other sections of the Code, the Board of State Charities in December, 1913, created the Children's Welfare Department. In 1921 the reorganization of the state government placed the Board of State Charities with its Children's Department under the newly created Department of Public Welfare as the Division of Charities, with its functions unaltered.

In 1919, 1920 and subsequently, the General Assembly placed upon the Board of State Charities additional duties, so that at present the *Children's Welfare Department* of the Division of Charities has the following functions in each of its divisions. (The Children's Welfare Department was separated in 1920 into the Institution Inspection Bureau and the Child Care Bureau, each having its own chief.)

The Institution Inspection Bureau

Investigates all applications for incorporations of associations, "whose object may embrace the care of dependent, neglected or delinquent children or the placing of such children in private homes," and certifies to the Secretary of State whether such incorporation should be granted.

Investigates conditions in all child caring agencies, both public and private; and issues, refuses, or revokes, certificates of approval annually.

Licenses all private boarding homes in which children are boarded for "hire, gain, or reward".

A branch of the institution inspection bureau consists of the inspection of "private and public benevolent and correctional institutions of state or county, municipal jails, work-houses, and infirmaries." A social investigator is charged with this responsibility. These institutions are

not required to be licensed, but the purpose of the inspection is to correct improper physical conditions and to secure the proper classifications and segregations of the various groups and opportunities for recreation, etc.

Approves before their adoption by the proper officials plans for new jails, work-houses, children's homes, infirmaries, public hospitals, etc., and for important additions to or alterations in such existing institutions.

Secures a bond or guarantee from out of state agencies which place children in family homes within the boundaries of this state.

The Child Care Bureau

Places in foster homes children transferred to the Division of Charities from county children's homes or committed by Juvenile Court.

Accepts the responsibility upon the request of any Probate Court of acting as "next friend" to a child to be adopted.

Receives crippled children in order to provide suitable medical or surgical care or treatment.

Investigates special schooling cases for the purpose of granting certificates permitting a child to work.

Renders service to local agencies or juvenile courts in the solution of special problem children's cases. This is not a legal requirement but an agreement with local agencies.

For the benefit of any interested agency, a statistical report of each bureau is printed in the appendix.

In 1913 the maternity hospitals and children's hospitals were also placed under the supervision of the Board of State Charities. Later a new law was passed which placed institutions of this type under the sole supervision of the State Department of Health. This provision of the law does not require any investigation of the social policies of these institutions.

At present the Child Caring Institutions and agencies of Ohio may be classified as follows:

County Children's Homes.....	56
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In 1921 a law was passed whereby it became possible for a county having a children's home to abandon such institution and to organize a county welfare board, which maintains a small receiving home for

the temporary shelter of dependent children, and employs a social worker to place the children in foster homes. Two counties (Brown and Morgan) have abandoned their Homes and three other counties have adopted the general plan, using the original Home merely as a receiving home. (Hancock, Hocking, Ross.) Ross County never had a Children's Home, but initiated the plan in preference to building a large institution.

During the twelve years that the Children's Welfare Department has been in existence there have been many changes in child caring institutions. It is significant that while in 1913 it was necessary to stress in many instances such simple and elementary needs as a weekly bath for each child, a weekly change of underclothing, night garments, individual towels, toothbrushes, sheets, pillowslips, medical examinations etc., these things are now the rule rather than the exception.

In issuing this third manual, the Division of Charities makes no effort to discuss in detail any phase of institutional management. The aim is to chart briefly the broad, underlying fundamentals upon which a successful regime must be based. Each of the points stressed is in actual practice in the majority of institutions in the state. These are no idle dreams but instead are the substance of daily life in the better children's homes as is evidenced by the increasing numbers of institutions, which each year apply them, not only in Ohio, but throughout the country. The Division of Charities believes that an institution is successful when the children entrusted to its care are its first consideration and when the entire programs are worked around the child as the center motif.

The ideal of the Division of Charities is to serve as a clearing house through which the finest accomplishments of one institution may be passed along to others; and, while effecting standardization along the line of fundamentals required by law, to encourage each institution to develop as fully as possible its own initiative and originality. The Division has tried to demonstrate that greater than carrying out the duties imposed upon it by statute is its opportunity and desire to give constructive service.

Building Programs

Today whenever the building of a new children's home or the enlarging of an established one is contemplated, the persons interested in the project have an opportunity which was not available in the past years i. e., first of studying the problem and then of acting in accordance with modern trends of child-care. There are organizations and individuals who through their personal successful experience know

the many problems incident to the operation of institutions. Out of this experience they are able to give valuable advice and suggestions which are practical as well as theoretical. Assistance can be secured from such sources which will make it possible to reach an intelligent conclusion as to the building, the type, the size, the plan for the regime, or to any other phase of building or management.

The recognized limitations of purely institutional care for children has led to the expansion of the enterprise to include other methods of child-care. If these other forms are to be used jointly, in connection with a home, or if to be used entirely as a substitute such a policy would have a definite bearing upon the size and the type of building required. The adoption of such a policy would depend largely, in addition to the needs of the children, upon the needs of the community to be served, and the local resources for the care of children in their own homes, foster homes (which include boarding homes) through such agencies as Mothers' Pensions, family welfare agencies, and child-placing organizations.

If information is desired pertaining to the development of any form of child-caring program, the following lists of persons and organizations is suggested for consultation.

NATIONAL AND OUT-OF-STATE ORGANIZATIONS

The Child Welfare League of America, C. C. Carstens, Director
130 East 22nd St. New York.

The Jewish Bureau of Social Research
114 Fifth Ave. New York.

The Federal Children's Bureau, Miss Grace Abbott, Director
Washington, D. C.

The Russell Sage Foundation
Department of Social Legislation, Wm. Hodson, Director
130 East 22nd St. New York.

Hospital and Institutional Bureau of Consultation, Henry C. Wright, Director
205 Fourth Ave. New York.

The Illinois Children's Home and Aid Society, C. V. Williams, Supt.
308 N. Michigan Ave. Chicago, Ills.

Bureau of Catholic Charities, Rev. Bryan McEntegart, Director
114 East 14th St. New York.

The Russell Sage Foundation
Department of Recreation, R. K. Atkinson, Director
130 East 22nd St. New York.

INSTITUTIONS AND AGENCIES IN THE STATE

(Which have special features of plant, regime, or policies to recommend them, and which are therefore well worth visiting)

The Glenwood Children's Home (Equipment)
Glenwood Ave., Youngstown, Ohio.
Miss Elisabeth Harlow, Supt.
Miss Ethel Barger, Placing Agent (Foster home care)

Mt. St. Mary's Training School (Regime)
Price Hill, Cincinnati, Ohio.
Mother Patricia, in charge.

The Summit County Children's Home (Equipment, Health Service)
Arlington Ave., Akron, Ohio.
Miss M. E. Boteler, Supt.
Dr. J. G. Kramer, Medical Director.

The Clark County Children's Home (Regime, Health Service)
Springfield, Ohio.
E. S. Thomas, Supt.

The Jones Home (Equipment, Regime, Health Service)
West 25th St., Cleveland, Ohio.
Rev. Henry Metzger, Supt.

The Children's Fresh Air Camp (Nutrition)
Buckeye Rd., Cleveland, Ohio.
Miss Hannah Buchanan, R. N., Supt.

The Jewish Orphan Home (Regime)
5000 Woodland Ave., Cleveland, Ohio.
Michael Sharlit, Supt.

The United Jewish Charities (Policies)
15th and Central Parkway, Cincinnati, Ohio.
Hyman Kaplan, Director.

The Welfare Association for Jewish Children (Foster home care)
Electric Building, Cleveland, Ohio.
Mrs. Ethel Davis Oberbrunner, Director.

The Rose Mary Home for Crippled Children
Stop 6½ Euclid, Ohio (From Cleveland)
Sister Ursula, Supt.

St. Anthony's Orphanage (Equipment, and Regime)
2327 Cherry St., Toledo, Ohio.
Rev. Karl Alter, Director.

The Hancock County Receiving Home (Equipment, and Foster home care)
2515 N. Main St., Findlay, Ohio.
Mrs. Chas. A. Blackford, President of Board of Trustees.

The Ross County Receiving Home (Equipment, Foster home care)
Locust and Western Ave., Chillicothe, Ohio.
Mrs. A. R. Wolfe, Supt.

The Luella Cummins Home, (Equipment and Regime, Difficult Girls)
141 22nd St., Toledo, Ohio.
Miss Jane Cartwright, Supt.

The Training Home for Girls, (Equipment, Difficult Girls)
7200 Franklin Boulevard, Cleveland, Ohio.
Mrs. M. Niericker, Supt.

The Cincinnati Children's Home (Equipment, Madisonville cottages)
Madisonville, Ohio (Cincinnati.)
Carroll H. Lewis, Supt.

The Cleveland Boys' Farm (Regime, Difficult Boys)
Hudson, Ohio.
John Eisenhower, Supt.

The Marsh Foundation School, (Regime and Policies)
Van Wert, Ohio.
R. R. Reeder, Supt.

The Children's Bureau (Policies)
Electric Building, Cleveland, Ohio.
Lawrence C. Cole, Secretary.

The Bureau of Catholic Charities (Policies)
Electric Building, Cleveland, Ohio.
Rev. C. H. LeBlond, Director.

The Girl's Opportunity Farm (Equipment, Policies and Difficult Girls)
Wyoming, Ohio. (Cincinnati)
Miss Elise Herzog, Supt.

The Cleveland Girl's Farm (Regime, Difficult Girls)
Warrensville, Ohio.
Miss Norah E. Culver, Supt.

St. Ann's Infant Asylum (Technique of Infant Care)
3409 Woodland Ave., Cleveland, Ohio.
Sister Geraldine, Supt.
Dr. J. R. Thompson, Medical Director.

The Cleveland Kindergarten and Day Nursery Association (Regime and Policies)
2050 East 96th St., Cleveland, Ohio.
Mrs. Madeline Hamill, Secretary.

The Louise Day Nursery (Nursery School)
2640 East 37th St., Cleveland, Ohio.
Operated by Kindergarten and Day Nursery Association.

The Day Nursery Association
25 East 9th St., Cincinnati, Ohio.
Miss Mary Hicks, Council of Social Agencies.

The Children's Bureau Clinic (Health and Medical Regime for Institutions)
The Lakeside Hospital Dispensary, Cleveland, Ohio.
Dr. Spencer A. Wahl, Director.

The Court of Domestic Relations (Juvenile Court Policies)
Cincinnati, Ohio.
Judge Chas. H. Hoffman.
Alfred C. Crouse, Chief Probation Officer
Miss Edna McChristy, Referee, Girls' Division.

The Stark County Juvenile Court (Probation service)
Canton, Ohio.
Miss Pearl Worley, Chief Probation Officer.

The Bureau of Juvenile Research (Psychological study)
North Wheatland Ave., Columbus, Ohio.
Dr. E. J. Emerick, Director.

The Child Guidance Clinic, (Psychological Study)
10407 Detroit Ave., Cleveland, Ohio.
Lawson G. Lowry, M. D., Director.

The Ohio Institute (Studies of social problems of state wide significance)
277 E. Long St., Columbus, Ohio.

The Cleveland Protestant Orphan Asylum, Cleveland, the Catholic Charities Corporation at Parmadale (Cleveland) are in the process of replacement and will represent the best types of modern child-caring buildings. The Children's Bureau at Dayton, Ohio, is very new and is developing a fine piece of work.

THE CHILDREN'S HOME

Organization

The success of any institution depends upon the type of organization which is responsible for its existence. The following outline indicates a working basis for such an organization:

THE CONTROLLING BOARD

Should consist of not less than three members who meet at least annually. The law for county children's homes requires four members who shall meet monthly. When a private home has a board which because of widely scattered membership cannot hold frequent meetings there should be a small executive committee with power to act in matters of a routine business nature.

Should determine the general policies of the institution, type of work to be done, etc.

Should exercise supervision and be held responsible by the public for activities of institution.

Should select a chief executive.

Should act as a higher court to which subordinate employees may appeal if trouble arises between them and the chief executive. A properly functioning board makes an autocratic "one man rule" impossible.

Should be held responsible for all funds and should have an accredited annual audit made by competent accountant when the institution is supported by private funds. Public Institutions have the services of the State Bureau of Uniform Accounting.

THE CHIEF EXECUTIVE

Is the executive officer of the board, carrying out plans and policies of said board and is responsible for daily routine of the institution.

Formulates all plans pertaining to the details of the management and has ultimate authority in all matters pertaining to the domestic regime.

Emploves and discharges subordinate employees, personally, or recommends that the board take such action.

Calls meetings of the entire staff from time to time to discuss plans and policies and thus secure the better understanding and co-operation from all employees.

The Administrative Policies

Every institution should be flexible in its policies to meet the changing needs, and to apply the fundamental principles underlying the present growth of child welfare service toward a higher degree of perfection. This growth is indicated by the changing trends and tendencies in methods of child care. Attending state and national conferences, visiting other institutions and agencies which are given recognition by authorities as rendering especially fine types of service, reading magazines dealing particularly with social and economic problems and books, on various phases of social work and child development, are the best means of keeping abreast of the times. Added to this, the *capacity* to *adapt* and *apply* the underlying principles involved in the departure into new ways is a vital requirement of a chief executive as well as of a board of trustees.

The most important general policies at present which are changing and bringing better and more positive results both to the children themselves and to their families are:

INITIAL INQUIRY PRIOR TO ADMISSIONS

By the application of a certain technique of social work designed to keep families intact whenever possible.

By restoring family to normal state of independence as soon as possible.

NON ISOLATION

By the use of the public schools and other public institutions of education, instead of maintaining the children within the walls of the home. By the use of community Sunday Schools and Churches.

By the development of more intelligently planned recreational programs through community resources and contacts.

FOSTER HOME CARE

By using free homes and boarding homes in connection with institution care.

By having the institution serve as a receiving home or clearing house for study and preparation while plans for the child's future are made upon the basis of study.

By giving small babies (under two years of age) the individual care needed. In the best equipped institution it has not been possible to secure the right and adequate care necessary to the *best* development of babies, aside from the mere physical angle.

The appeal of the young baby is so great that few institutions have been so unselfish as to sacrifice the pleasure gained by their presence in the Home.

By affording peculiar or atypical children who do not fit into the institutional life, through no fault of their own or of the institution, the benefit of the differentiated care afforded by the family home.

BETTER DIAGNOSIS OF UNMARRIED MOTHER CASES prior to permanent placement of the *children*.

By emphasizing the importance of keeping the mother and child together, where social facts indicate the possibility of their ultimate reabsorption into the family or into a community, rather than bringing about a final separation and adoption of the infant right at the start.

EXTENSION OF INSTITUTIONAL SERVICE TO FAMILIES

By establishing a fund to be used as a mothers' allowance whereby the children may be supported in their own homes, instead of being removed from their homes.

COOPERATION OF SOCIAL AGENCIES IN COMMUNITIES

By working toward helpful relationships with each other on the principle of cooperation rather than competition.

Admission

The emphasis in all accredited social work is now being placed on the family rather than on the separate child because the child must be considered in relation to his family if he is to receive intelligent social treatment. The object of the preliminary inquiry is to determine:

PRE-ADMISSION INQUIRY

The immediate and remote causes for the present break in the family life so that it may be either prevented or corrected in an intelligent, enlightened and confidential manner.

Whether the child, in the light of the family background and history, will be most benefited by the particular kind of care offered by the institution, or whether some more specialized type of care is more suitable to his needs, which may be obtained in some other home or by another agency. It might be that a boarding home agency (especially for babies under two) or a

child placing society could render more individual and intensive care required by some children. Some may require care in an institution for mentally subnormal children.

Whether before breaking family ties even temporarily, every effort has been made to find a solution through local resources such as mother's pension funds, family welfare agencies, and protective societies.

The full knowledge and understanding of the child to be admitted to the institution so that the training suited to his special needs, to build upon his more hopeful resources, may be effectively applied.

RENEWING INQUIRY

Inquiry should be renewed from time to time in order to:

Encourage the family which is making an earnest effort toward self-help.

Watch for changing conditions in the family affairs which may lead to the return of the child to his own parents or relatives.

Center the plans for the future of a child around the finding of a foster home when the family conditions show a tendency to become more undesirable.

Discharges

Inquiry prior to Dismissal.

As soon as a child has derived all of the benefits the institution has to bestow upon him in the way of his development, the conditions of his dismissal require even more thought and attention than his admission.

If returned to parents it must be ascertained that the child does not return to the same environment from which he was removed, if that was a factor in his removal.

If placed in a foster home, the most careful study of the new home and a thorough knowledge of the foster parents is vital. Together with the full knowledge of the child, the facts form a guide whereby it is possible to make more fortunate placements. There is a more intelligent insight which makes the suitability of the child and parents to each other more apparent.

Guardianship

No institution should ever make the permanent surrender of a child one of the conditions of admission. It is inhuman to require a parent, at a time of stress, to give up all claim to his child in order that the child may receive the necessities of life which at that time he is unable to give. Children are no longer being separated permanently from their parents because of poverty, illness, or even improper guardianship, until every effort has been made to correct the unfortunate family situation, by the best conducted institutions or social agencies.

When separation, permanent or temporary is inevitable there should be the signed statement of the parent or guardian, made in the presence of a notary public, on file. See blank forms to be used, in supplement.

In county children's homes the admissions are legal only through commitment of the juvenile court or through the consent of the majority of the board of trustees. The court commitment should state definitely whether it is for a temporary or permanent period. If permanent the children's home becomes the legal guardian until the child is 21 years of age. If temporary, the commitment expires automatically at the end of one year (unless time is definitely stated otherwise). The case must then be reopened in court and a recommitment made if guardianship of the institution is to continue.

Section 1352-13 specifically provides that no person can surrender a child under two years of age to any other person or agency not certified by the Division of Charities, except with the written consent of a juvenile court or of the Division of Charities. In such cases also, there must be on file with the certified agency, court, or Division of Charities, the agreement of surrender whether temporary or permanent, signed by the legally responsible parent or guardian in the presence of a notary public. Forms supplied by the Division of Charities may be found in the supplement. This section makes illegal the dubious methods of disposition of babies of unmarried mothers on the part of private individuals, physicians, or maternity hospitals, etc.

Type of Service Required

In Ohio there are still many children needlessly separated from their parents because the child has not been considered in relation to his family but as a separate unit. For years Ohio has been spending huge sums of money to provide institutional care for her dependent children,

but has been miserly in providing funds for the type of service which would keep families together rather than help to break them. This service may be secured in the following ways:

- By having a social worker on the staff of the institution. This practice is rapidly increasing.
- By having several institutions together employ a social worker.
- By using available resources in the community which are equipped to give such specialized aid to such cases. Family service agencies are generally available.
- By establishing, in larger communities, children's bureaus whose activities cover this field especially.
- By making an agreement with the Division of Charities. This applies to communities having no well organized social agencies upon which to draw.

Records.

Every modern successful business includes in its organization an adequate record system by means of which the accomplishments of the company may be definitely known.

If the records are of vital importance to a commercial organization, how much greater a part they should play in an institutional system where humane lives are audited instead of dollars and cents. Persons doing institutional work have seen again and again the tragedies which result from lack of facts about a particular child. It is not fair to the child or to the succeeding personnel to have the most pertinent facts about it "carried in the head" of the present workers.

Therefore it is imperative that every institution keep accurate records, not only of the child at the time he is received until he becomes of age or until he passes from the guardianship of the institution, but of his family and relatives, home conditions, before he enters the institution. In case he is placed into a foster home, records should contain certain facts regarding the home and life of the child while in the care of his foster parents. The records of any institution should contain the following as minimum data in every case:

THE CHILD

Date of birth.	Address at time of admission.	Sex.
Place of birth.	Religion when and where baptized.	Color.
Date of admission.		Nationality.
Other agencies interested.		Health record
School grade and record.	Record of employment.	

Personality of child: characteristics, interests, abilities, disabilities, behavior problems, likes and dislikes.

THE FAMILY

Full names and "other names".	Nationality of each. Citizenship.	Dates and places of birth Church connections.
Last known address.	Dates and place of marriage.	Occupations and wages.
Religion of each.		Penal or institutional record.
Mental and physical defects.	If dead, dates and causes.	

THE REASON FOR COMMITMENT

Because dependent	Because neglected	Because incorrigible
Both parents dead	Lacking in physical or medical care	Declared by court not to be amenable to control of parents or guardians
Mother dead	Morally neglected	Because delinquent
Father dead	Ill treated	Convicted in court for violation of a state law or a local ordinance
Parents living, unable to support	Illegally employed	
Abandoned	Exhibited	

SUBSEQUENT HISTORY

This should be in the form of a "running record" in which are stated all pertinent facts and later family developments, the record of the child during the stay in the institution as to behavior and progress. Then a record of the final dismissal with cause, dates, address, etc.

THE FOSTER HOME

- An application blank filled out and signed by both foster parents.
- Written references by persons who know the foster parents, (at least 5).
- Written report on personal investigation of the home, (before placement of child).
- Written record of independent references interviewed, (at least 5).
- Full name of child placed in the home and date of placement.
- Agreement entered into signed by both foster parents, either for foster home care or for "wages".
- Visits paid by representatives of the institution should also be carefully recorded.

All records should be on file at the institution or in the main office of the agency. The forms prescribed by the Division of Charities may be found in the supplement filled out to illustrate method of use. These forms are provided for all county institutions, private institutions hav-

ing small populations; some are provided to any institution. The method of filing is also illustrated:

The child's folder. (Contents)

The foster home folder. (Contents)

The card index. (Contents)

General Note. When a Superintendent leaves an institution his instructions to his successor should include in detail this record system, and an explanation of the use of the various blanks and forms, as well as monthly registration reports, etc.

Health Service

"Every child has a right to be as healthy as present knowledge can make him."

The importance of thorough knowledge of the physical needs of each individual child is an institution makes necessary a regular medical program, that will reveal these needs by means of an adequate and preventive medical supervision, including dentistry and mental examinations. Intensive examinations upon admission should be followed by periodic re-examinations, the frequency depending upon the turnover of the population and the age groups of the children cared for. The more rapid the turnover the more essential is a system by which corrections are quickly made, and checking up is more frequent, so that this opportunity to serve the child may be used to the fullest extent. In order to prevent children slipping through without completion of medical service, which often is the result of the good intentions of a Superintendent who has had no professional training, and a lack of authority on the part of the chosen physician, the responsibilities should be definitely placed as follows:

The responsibility for the provision of health and medical supervision should rest with the superintendent and board of trustees, through the employment of a competent pediatrician, who will be given the authority to build up the medical standards of the institution according to its individual needs. Adequate equipment, supplies, and facilities for the care of the sick and the work to be done at the institution by the physicians, should be provided.

The responsibility for the routine and systematic details of the service should rest with the physician employed, with full cooperation on the part of the institution staff. Its adequacy should

be measured by the fact that it insures to every child admitted the following:

A complete physical examination before admission or during detention.

Such laboratory tests as may be indicated by clinical evidence or family history of diseases for which there are known specific remedies.

Immunization against smallpox, diphtheria, scarlet fever, or any other communicable diseases for which there are definitely proven successful methods of immunization.

The correction of remediable defects.

The observation and treatment of abnormal tendencies for which there are well established preventive measures, such as thyroid enlargement, tuberculosis, malnutrition, etc.

Periodic re-examinations, also complete and compared with previous findings, and check-up on previous recommendations.

The study of normal growth as indicated by monthly gains in weight, recorded.

Prompt medical attention in case of acute illness or emergency.

The prescription of milk formulae for bottle-fed and spoon-fed babies.

A complete physical examination and checking-up of health record upon dismissal from the institution.

Regular visits of the physician to the institution.

The responsibility of the community should consist of giving the services of such medical facilities as have been established as, clinics, dispensaries, high grade physicians and specialists, hospital beds, and service of public health commissions.

Leaflets entitled "Child Health in Institutions" giving more in detail the functions of each group charged with responsibilities may be had upon request.

A sample of the accumulative health record may be found in the supplement in "the child's folder".

Placing Out

The value of the normal family life as the most effective "motive force for mind and character" is no longer questioned by representative workers in the social field. It is only when the best the institution has to offer is compared with the worst examples of another type of care that the above statement may appear to be an idealistic theory when applied to the foster home. Unless an institution or agency realizes the grave responsibility attached to the placement of children and the need for careful supervision, the result will frequently be lamentable. The cause then lies in the failure to follow the best known methods of procedure rather than a fallacy in the principle. An outline of the minimum knowledge to be obtained through confidential, personal inquiry is presented below in very brief form. The method of procedure should consist of five parts:

- Complete knowledge of the child.
- Complete knowledge of the foster parents.
- Supervision after placement.
- After care.
- Accurate and complete records of the above four.

Complete Knowledge of the Child and His Family

THE CHILD	IMMEDIATE FAMILY	RELATIVES
Character	Mother—father—	Uncles—aunts—
Personality	brothers—sister—	and others
Mentality	grandparents	
Health		
Age	Full names and ages	Names, ages, addresses
Disposition	Addresses	Mentality
Abilities and disabilities	Church affiliations	Health
Likes and dislikes	Health	Occupations, Wages
School record	Occupations and wages	Social History
Religion, if baptized	Mentality	Interest in Child
	Social history	
	Present crisis in family	

Present physical and mental condition determined by examinations

Child should not be considered placeable for adoption if above inquiries reveal that:

Both parents are obviously feeble-minded or have been pronounced so by competent authorities.

One or both parents are epileptic, insane, of weak or degenerate stock, or of doubtful mentality, *until the child has become old enough to determine what his individual capacity is.*

The child is physically deformed, unless the foster parents are able and willing to continue the necessary medical or surgical aid, providing the child has a chance through such aid to become self-supporting.

This should be decided by a competent physician.

Complete Knowledge of the Foster Parents

The Initial Inquiry: The essential preliminary facts required upon application blanks. Written reports from references given by applicants. A personal visit to the foster parents in their own home. Personal interviews with independent references, and also those referred by the foster parents.

The most vital information to be obtained from the personal visits, beside the comfort and physical conditions of the home, is the first hand knowledge of influences which will have a definite bearing upon the life and development of any child placed in the home.

THE FOSTER PARENTS

Character	Habits	Church affiliations
Intelligence	Health	Moral (social) standards
Refinement	Occupation	Standing in community
Temperament	Financial Status	Ages—other relatives
Personality	Social connections	Nationality

The motive in taking a child.

The attitude of each parent toward children.

THE NEIGHBORHOOD

Location	School—distance	Higher education
Character	Facilities for recreation	Playmates and friends
Church—distance	Facilities for amusement	

THE HOME

Living conditions	Sleeping arrangements	Cultural influences
Sanitation	Comforts	Recreation and amusement
Cleanliness	Refinements	

The Placement of a Child in the Home

Agreement to care for the child as member of family.

Agreement if child is to be placed on "wage" basis; terms.

Materials and books, pamphlets on child management, child development, child health, diets, etc.

Supervision After Placement

Four visits a year is regarded as a necessary minimum but the better child placing agencies throughout the country regard such supervision inadequate. It is unfortunate that the statutes of Ohio require only one visit a year as a minimum. The institution or agency which is conscientious in its desire to discharge its obligations to its wards will visit as frequently as each individual case may require, in order to safeguard the child, to give him the equivalent of the "parental security" he has lost, so that he knows someone has a real interest in him.

The visits should be made in a spirit of confidential friendliness to the foster parents as well as to the child, and an unobtrusive effort should be made to give constructive advice whenever it is required for the better adjustment of the child and the parents, or for the better development of the child. The following outline indicates briefly what such a visit should include:

THE CHILD

- His condition
- Health
- Clothing
- Attitude toward parents
- Spirit and frame of mind
- Progress in education
- Attendance at Sunday School
- Amount of work done
- Opportunities for play and friends
- See child alone part of the time, if old enough

THE FOSTER PARENTS

- Attitude toward child and his problems
- Method of discipline
- Unusual behavior problems
- Opportunities for earning and spending money
- Plans for the child's future

THE HOME

- Sleeping quarters
- Cleanliness and order
- Toilet articles, etc.

THE NEIGHBORS

May be referred to when there are conflicting statements, charges, or difficult situations requiring of reliable neighbors knowledge as to actual facts.

Visitation may be supplemented by correspondence with any person or persons who are in a position to have actual and accurate facts, especially in cases in which the parents do not desire neighbors or even the child to know he is not their own. This attitude is to be discouraged in the first place by the education of prospective foster parents through examples of how the information eventually does reach the child in later years when it creates a serious family situation.

Wards of Ohio should be placed out of the state in the very rarest instances only and for very special reasons. When it is done, the placing agent should acquaint himself with the laws and regulations of the other state in order to avoid complications later. Some states require a bond of \$1000 for each dependent child placed in a foster home within its bounds.

If a child is to be placed with some relative who happens to live in a distant state, arrangements should be made for its supervision by a representative of a recognized social agency in that state, before the child is placed there. It is well to establish the contact of the worker with the foster relative and the child as soon as he is brought to his new home.

Such supervision of placed out children should continue until the child is legally adopted, become of legal age or is otherwise regularly dismissed from the responsibility of the placing agency.

Standards of Adoption

By the passing of the adoption law of 1921, the following requirements must be met in consummating a legal adoption in the courts of Ohio.

A child must have lived with the family desiring to adopt him for at least six months except for very particular reasons which must then be stated in the court journal.

Full information of the child to be adopted, and of his family, must be secured by a certified social agency or by a person appointed by the court.

Full information concerning the persons wishing to adopt the child, must be secured by a certified social agency or by a person appointed by the court.

Permanent written surrender must be obtained from parent or parents, unless permanently committed by juvenile court to an approved child placing agency.

The visitation of children after adoption is discouraged by the agencies doing the best type of placing because no child is permitted to be adopted unless the future outlook is as secure as that of any normal-family amply capable of caring for a child until it matures. A minimum of a visit every other year is required by some supervising agencies.

When outside of the state, children are adopted under the laws of the state in which the foster parents have a legal residence. In some instances foster parents living outside of Ohio may institute adoption proceedings in County where agency holding guardianship is located. If the laws of the other state are not known to the placing agent obstacles may arise through misunderstanding.

Summary of Points in Technique of Child Placing

INQUIRY TO BE MADE IN CHILD PLACING

(Personal—Confidential—Tactful)

KNOWLEDGE OF THE CHILD HIMSELF	HIS FAMILY (IMMEDIATE)	OTHER RELATIVES
Appearance	Father—Mother—Bro-	Uncles—Aunts—Etc.
Character and Disposition	thers—Sisters—Grand-	Character—Attitudes
Interests—Likes—Dislikes	parents	Families—Occupations
Abilities—Disabilities	Character-Attitudes	Abilities
Mentality—Heredity	Occupations—Abilities	Mentality
School record	Mentality	Social History
Behavior Problems	Social History	Health
Health by Examination	Present Problem	If dead, causes
Previous History of Health	Health	Ages
Heredity	If dead, date, cause	Present Addresses
Date of Birth	Dates and Places of Birth	Intestest in this family
Place of Birth	Religion—Affiliations	crisis
Baptized—S. S. record	Present Addresses	Interest in child
Suitable for what type home	Interest in Child	

Children should never be removed from their own family for reasons of poverty, temporary illness of parent or parents, or improper guardianship until all possible efforts have made to establish normal relations, without separation.

KNOWLEDGE OF FOSTER FAMILY

THE PARENTS (From self and referen- ces)	THE HOME	THE NEIGHBORHOOD
Character—Intelligence	Living Conditions	Location in Community
Personality—Temper- ament	Sleeping Quarters	Character
Refinement—Attitudes	Sanitation	Church-distance
Religion—Affiliations	Cleanliness	School-distance
Moral (Social) Standards	Ventilation	Opportunity or Facilities for Recreations
Occupation—Standing	Comforts	Amusements
Financial Status Resour- ces	Refinements	Playmates and friends
Social Connections— Amusements	Own Property	Higher Education
Members of household	Length of residence	Vocational Training
Motive in taking child	Address	Cultural Development
Health—habits	Employes Quarters	Any undesirable Influen- ces
Date of Birth—Marriage		
Type of Child preferred		

SUPERVISION—Review records and history first

THE CHILD	THE FOSTER PARENTS	OTHER PERSONS
Condition—Health	Attitude toward child	Reliable neighbors and
Clothing—Diet	Methods of discipline	persons should be seen
Progress in school—Re- port Cards	Earning and Spending money	in case of contradictory reports, evasiveness, etc. Supervision may be supplement by cor- respondence.
Attendance in Sunday School	Compensation for labor	
Amount of work done	Behavior problems	
Opportunities for play	Plans for child's future	
Attitude toward parents		
Happiness	THE HOME	
See alone when old enough	Sleeping Quarters	
	Cleanliness—order	
	Opportunities for play	
	Toilet Articles	

*ADOPTION *Should Not Be Permitted* IN FOLLOWING CASES

THE CHILD	THE FOSTER FAMILY
If parents are obviously feeble-minded.	If there is lack of sufficient income or intelligence to reasonably assure that high standards of training and education will be maintained WITHOUT supervision.
If pronounced feeble-minded by competent authority.	If there is any doubt as to unselfish- ness of motive for wanting to adopt, or sincerity of affection for the child.
If one or both parents were epileptic, in- sane, of degenerate stock, UNTIL child is old enough to be accepted on his own merits and capacity. If fos- ter parents insist upon adoption they should sign a written statement to the effect that they possess full knowl- edge of facts and the understanding that these characteristics may be transmitted to future generations.	Fact that child has been given free care for a number of years, should not in the face of above facts give foster parent's a claim on the child.
If child has a physical handicap which may be further corrected by treat- ment or surgery, unless the foster parents are able and agree to contin- ue such treatment. A competent phy- sician should state whether such cor- rections and treatments will enable child to become self-supporting in later years.	

After care should be given through the Supervision of children in their own homes until rehabilitation is established without a doubt.

Supervision of children who have become of legal age and who still present some weakness or tendency to go wrong, until they can be permitted to the proper agency or some private individual who assumes the responsibilities.

*Adapted from the State Welfare Department of Pennsylvania, pamphlet on Standards of Placing Out, Supervision and After-Care of Dependent Children.

THE INSTITUTION PROPER

Personnel

In addition to the chief executive, known either as the superintendent or as a chief matron, there should be three groups of employes:

Those who supervise the children in their daily routine.

Those who are engaged solely in the routine household or farm the family service and placement for children home finding, etc.

What is an Adequate Staff for an Institution?

Whether an institution cares for fifteen children or for forty or more, a certain staff is necessary to carry on the routine mechanics of the household, garden, farm, etc. There must be a caretaker for the girls' division, one for the boys' division, and when there are babies or small children, additional nurses for them.

Whether each one has five children or twenty under her care, each department must have at its head a well qualified person to assume the responsibility for their care. The chief matron of the Home cannot manage all of the details of the whole household regime and at the same time be wherever the children are, except for short periods of time during the day.

The method of procedure should be to establish clearly the various functions of the institution, based upon the definite program of training to be given the children, and the staff selected and distributed according to qualifications and to these functions.

The staff engaged solely in the routine household work should be sufficient to take care of such work as remains after the children have done as much as is needed to give them the necessary occupations and training. It should never all depend upon the children.

A nursery department caring for many small children, especially if bottle-fed or spoon-fed ages, should have one nurse to each six children, and a night nurse. In departments of older boys and girls a maximum of twenty to each caretaker has been found sufficient to give a minimum of individual care and attention. Twelve or fifteen older children to one worker is preferable where it is possible to reduce the size of the group and increase the size of the staff. The understanding is that the persons in the immediate charge of the children have sincere love for children, and are intelligent, with the capacity to comprehend and apply the modern principles and methods of child-care.

Ample provision should be made for the substitution of employees in the various departments on days off, vacations, or emergencies.

In the social field one worker to a general average of sixty children in foster homes, in addition to the family service and home-finding, has been found to represent a satisfactory unit.

The Physical Plant

The type of building and equipment will necessarily vary with the kind of work an institution is planning to do. Yet there are certain features which should be regarded as minimums by every institution including those used as receiving homes.

BUILDINGS

All buildings used for children must conform to the requirements of the Ohio State Building Code provided by the State Department of Industrial Relations, and the requirements of the State Department of Health. The plans for all new buildings and important additions to or alterations in existing institutions must be approved by the Division of Charities before their adoption. Suggestions and recommendations regarding proper toilet, bathing and lavatory facilities, and plans for the most sanitary and economical kinds of plumbing, may be obtained from the above named departments.

Some type of heating system other than stoves should be installed whenever possible. If stoves must be used they must be screened, and gas stoves must have flues. Heating systems must also conform with the building code. Floor registers or steam pipes which become hot enough to burn a child who may fall against them ought to be properly guarded.

Adequate provision should be made for both natural and artificial lighting. In rooms where children read, sew, study or do close work, special attention should be given to the lighting arrangement so that eye defects may not result.

If a good artificial ventilation is not installed, there should be a constant supply of fresh air from properly shielded open windows or doors. All children should sleep with some windows open and should be provided with enough covering so that they do not suffer from the cold.

If city water is not available, samples of the drinking water should be sent to the State Department of Health for analysis from time to time. The common drinking cup is now a thing of the past, most institutions having drinking fountains. If this is not possible, individual cups must be used.

A greatly neglected item in institutions has been some sort of recreation quarters for the employes, aside from their bedrooms. Such a room should contain a bookcase with all kinds of magazines, books, and pamphlets on all phases of child life and development.

THE CHILDREN'S ROOMS

Playrooms. In most institutions the children's playrooms are also their living rooms. Therefore it is important that they be cheerful, attractive, "homey" rooms, not merely to be looked at but to be lived in by the children. Too often lovely rooms stand empty most of the day while the children are down in some bare basement room with little or no playthings or equipment.

There should be tables and chairs of various types and sizes, toys, games, playthings and books; cupboards containing materials from which children may make things. Suitable panels or pictures on the walls, curtains at the windows with touches of color, harmoniously painted juvenile furniture, all add to the "spirit of joy" which the room should express. There is no reason why the art of interior decoration should be entirely omitted in children's homes.

If there is space for a library room, the books should be kept in a reading room aside from the general playrooms.

There should be some place where each child may keep his own belongings so that his sense of individual ownership may be preserved. Built-in boxes which also serve as window seats are desirable for this purpose.

If there is a room used for regular gymnasium, it should be kept scrupulously clean and free from accumulations of trash. Some basement playrooms are advisable for use for older children who need a certain amount of "rough play" in bad weather as well as on days when the playground may be used.

An enclosed porch is very desirable for young children. A sunny exposure is best.

Diningrooms. Mealtime ought to be one of the most interesting events of the institutional program. It should not merely be a "feeding time" but instead a pleasant interchange of the experiences of the preceding hours. The use of small tables seating six or eight children makes it possible to create more of a home atmosphere in the dining-room. Children may converse with each other more freely and an older child may be taught to act as "head" of the table and help to serve the others. Chairs instead of backless stools or benches should be used for growing children.

A very commendable growing tendency in institutions is to have brothers and sisters sit at the same table for meals instead of adhering to the old fashioned custom of separating boys and girls into segregated groups or seating children at tables according to age groups.

White linen tablecloths or doilies on polished or enamel tables, napkins, and bibs should be used. Table service of china, glass and silverware should be provided in order that children may be trained to use and properly care for these articles. It is an indication of refinement found in the average American home to which children should become accustomed. Added to it should be the sympathetic teaching of table manners.

A little attention given to the selection of suitable wall covering, curtains, plants in the windows, etc., will add much to the cheerful appearance of the room.

In large institutions a special table for undernourished children is set, at which children needing individual attention in the matter of diet are seated, until they have become normal.

The entrance into the diningroom is most homelike when the children are permitted to walk in naturally, seat themselves, and at a silent signal from an attendant repeat their grace without the accompaniment of bell taps. This is done in a number of very large institutions without any confusion or even loss of time. It is surely a practice, then, which could be adapted to the smaller homes.

Dormitories. Single beds, preferably of iron should always be used.

Mattresses should be used as a rule. Pads which can be laundered should be used for protection. Straw ticks are sometimes preferable to mattresses in case of habitual or frequent enuresis. Rubber sheeting ought to be used on the beds of all small children. Some institutions systematically replace wornout springs, mattresses, or even beds, each year.

Each bed should be supplied with two cotton sheets, blankets according to season, spread; pillows are optional rather than necessary. Shams may be used for appearance of the beds in the daytime.

If possible there should be in each dormitory, or in an adjoining dressing room lockers, with shelves, or chests with drawers, in which children may keep their personal belongings.

Each child should be provided with night garments to be hung up during the day, and bedroom slippers, washable bathrobes also should be provided for children who are obliged to get up during the night.

A night toilet in connection with each dormitory is indispensable.

The bedroom of the person who is responsible for the night supervision of children in each dormitory should open directly into it.

When girls have become adolescent there is need for greater privacy than is usually afforded in the average dormitory or washroom. Partitions of white cotton curtains in the form of a screen may be used to attain a more suitable degree of such privacy.

Bathrooms and Lavatories Sufficient toilet accommodations should be provided so that there are not more than 10 children to one tub, 10 children to each lavatory basin, 20 children to each toilet, 30 children to each drinking fountain. In the girls' departments the tubs and toilets should be partitioned, at least with curtains.

There should be at least one shower for boys and one for girls. If more are installed the number of tubs may be decreased.

The tubs in the nursery should be elevated so that little children may be conveniently bathed.

The long wash trough with a system of spigots is preferred by some, to the standard basins. The building code required that no plugs or stoppers be used in any lavatory.

The best arrangement for keeping the individual toilet articles is a question in every institution. Immediately upon admission each child should be provided with the toilet articles designated below and should be given special instruction by his governess as to how they are to be used, and how cared for. The danger of using articles belonging to others should be impressed upon him. Successful training of groups of children in this respect depends upon the following conditions:

That the Superintendent of the institution firmly believes in the necessity.

That the caretakers firmly believe in the necessity.

That the children are properly instructed.

That the children are strictly supervised during the periods when the articles are being used.

That each child be given upon admission:

A towel and washcloth

A toothbrush

• An aluminum comb and hairbrush.

The Towel and Washcloth. The general custom is to have these articles hanging on hooks in the washroom. The hooks should be plainly labelled by means of a small brass name-plate, and should be far enough apart to prevent contact. A better way is to have smaller sized towels which are used for both purposes but once, and thrown into a hamper. When this method is used the greatest care must be exercised to keep an ample supply on hand so that several children do not use the same towel because of a shortage on laundry days, or because of lack of supervision.

The Tooth Brush. These are also kept near the lavatory on hooks beside the towels or in racks or cases, each labelled with the name of the owner. In some institutions they are kept by the children in lockers or drawers. When this is done it has usually been found that they are put away in dark airless places next to hairbrushes, combs, and other personal possessions. Frequently it has been impossible to find any. Unless they can be provided with suitable containers and kept under sanitary conditions elsewhere, the former method is the most satisfactory, both from the angle of supervision and supply.

Toothbrushes should be renewed as often as necessary, when they have become soft, with spreading bristles, or dark and discolored from use.

The Brush and Comb. The aluminum comb with a hole in one end for hanging up has been found to be the most suitable. It may hang on the group of hooks near the towel. Combs and brushes are sometimes kept in wall pockets. For a small number of little children a comb or two may be kept in an antiseptic solution, rinsed off before and after using.

Individual cakes of soap or liquid soap containers and handbrushes are provided by many institutions.

Small chambers, if used for little children should be thoroughly disinfected and sunned daily. The junior toilets are ever so much more desirable.

Scales for weighing children regularly make up part of the equipment, and may be kept wherever most convenient.

HOSPITAL AND ISOLATION FACILITIES.

For large institutions a separate building is advisable, unless there are adequate hospital facilities in the community available at all times, so that the building would be an unnecessary duplication. The institution hospital building may be equipped and arranged to serve as a hospital, admission quarantine, and for purposes of complete isolation in case of communicable disease.

In smaller homes it is necessary to have a group of small adjoining rooms with at least one outside exit, and arranged so that no common hallways need be used. These rooms should be complete unto themselves by being equipped as: a Boys' Ward, a Girls' Ward, a Nurse's Room, a Diet Kitchen, (if possible connected by dumb waiter with the main kitchen) and a Bath Room (having tub, two basins, toilet, and a hopper, and a cupboard for supplies) .

A porch or fire-escape will be found very convenient if the rooms are not on the ground floor. An extra playroom for convalescents is very desirable.

The equipment should include all necessary garments, utensils, and supplies needed for the care of the sick.

Having hospital equipment is the first essential, the next is to *use* it. Too often it is used only for serious cases, or for communicable diseases which frighten those in charge, such as diphtheria, scarlet fever, etc., while children with mumps, whoopingcough, chickenpox, measles, contagious skin disease, are taken care of right in the wards, or are permitted to run around with other children, eat in the dining-room, etc., because the children are not seriously ill with the diseases. This is often due to laxity on the part of the physician in charge who does not insist upon isolation in these cases, or because the physician is not called on at the onset of the diseases as he should be so that the first case may be properly cared for and treated. The number of employees should be of the right proportion to the number of children, and their schedule of duties flexible enough so that there could be the proper attendance in the hospital quarters, whenever it is required. A graduate nurse should be supplied for any emergency. The physician should make sure that she is properly qualified and understands the technique of caring for communicable disease.

A doctor's office or clinic room adequately equipped is an urgent requirement in large institutions.

Clothing

The clothing belonging to each child should be marked and should be worn by no other child until outgrown. Underclothing and night garments should be provided. Both should be changed at least weekly.

Uniforms are not desirable in Homes for dependent children. As much choice as possible should be allowed the older children in the matter of selecting clothing.

If cast-off clothing is given to the institution, it should be thoroughly disinfected.

The supply of clothing for each child should be adequate for every occasion—school, Sundays, play, winter season, and wet and rainy weather.

"A CREED FOR CHILD-WORKERS"

"I BELIEVE that in all work with children hatred begets hatred, suspicion begets suspicion, consideration begets consideration, sympathy begets sympathy, trust begets trust, faith begets faith, and love begets love.

"I BELIEVE that the child is father of the man: that childhood is preparation for manhood and its architect as well.

"I BELIEVE that the training of children means growth and development; that these are positive and negative as measured by the standards of society.

"I BELIEVE that growth and development are physical, social, mental, moral and spiritual.

"I BELIEVE that child-care workers should make a special interpretation of these aspects of growth and development.

"I BELIEVE that the negative aspects of growth and development, the inhibition of unsocial and vicious impulses is the sacred duty of all workers with children of equal importance with the systematic influences of direct and positive training given in school.

"I BELIEVE that physical punishment appeals to the lower impulses and instincts of the children, and that the ready use of corporal punishment shows lack of sympathy, lack of resourcefulness, of patience, of insight, of faith in children by the person who uses physical force.

"I BELIEVE that we are the chosen agents of society for the welfare of children, that in our work we represent them as well as the community; that we are not their despotic masters to whom they must do a servile bidding.

"I BELIEVE that the divine attributes of childhood are innocence and spontaneity.

"I BELIEVE that play and recreation are vital needs of childhood and that such refreshment is mental as well as physical.

"I BELIEVE that sharing the pleasures of childhood simplifies the task of understanding its trials.

"I BELIEVE that everything a child does or says or reads or hears or experiences becomes a part of himself.

"I BELIEVE in the doctrine of habit formation.

"I BELIEVE the average difficult child cannot see the error of his ways and that patience, sympathy and understanding beget a more beneficent return with such children than a driving vigilance.

"I BELIEVE that the final responsibility in all affairs with children lies by virtue of the disparity in experience and training as well as the contracted obligation of the adult, with the worker of society.

"I BELIEVE that the individuality of each child should be respected.

"I BELIEVE that children must be taught to obey rational commands, but that the progress and moral development of a child entails a gradual evolution from blind to rational obedience, and that this evolution is marked by an impulse to obedience in the beginning from without and later from within the child.

"I BELIEVE that character development and love of service are the most important aims in child training.

"I BELIEVE that infinite sympathy, tact, and love are the best guides for the successful training of children.

"I BELIEVE that all work with children should be rich in idealism; that such idealism should be a manifestation not only of the council chamber but of all relations with children in the very details of life itself."

Note—Topic at a weekly staff meeting of the Jewish Orphan Homes, Cleveland.

The Institutional Regime

Education. Whenever possible the children should be sent out to school rather than to a school maintained within the institution. In Ohio, schools maintained by county children's homes are under the supervision of the county or city board of education and school superintendent. However, it is much better for the institutional child to be sent to the public school in his neighborhood. He has the advantage of social contact with other children who are living in a different and more normal environment. This tends to counteract the process of institutionalization. He also enjoys the privileges of a school system which very frequently is much richer in content than the curriculum of the institution school. By attending the public school, children become a real part of the community and thus do not feel isolated from their fellows when they finally return to it.

In a large institution where it is impossible to send the children out to school, vocational training should be provided. This should include a definite course in manual training and in domestic science. This training is of utmost importance in the well-balanced development of any child but is of exceptional value to the institutional child. The "training" which institutional children usually receive in the process of doing "work" in the Home cannot be regarded as a substitute for such a course because there is not the course of instruction accompanying it.

One of the greatest problems in the schools, and especially in institution schools, is the different grades of mentality of the children composing the school. Where the problem is a serious one, the Bureau of Juvenile Research should be requested to make mental tests, and upon the basis of the capacity of the children the school program should be revised to meet the various needs, having special classes of the right type for children who cannot make any progress in the regular academic courses.

If impossible to send the younger children to a public kindergarten, there should be at least some very elementary kindergarten training within the institution. Group games, songs, and directed handwork should be included in the daily program of the pre-school child. The generally acknowledged importance of the pre-school years as the time for habit developing has awakened intelligent persons to the fact that there should be just as purposeful a schedule of activities in the day of these children as there is of the school children. A study of the work done by the Nursery Schools would contain much that is of value to persons in charge of this age.

Employment. Inmates of children's institutions who are minors, in the meaning of that term as defined in the child-labor laws of Ohio, and who are taught to operate machinery, either in the manufacture of clothing or in a steam laundry, or in any other form of factory work are not receiving the equivalent of industrial training, and such occupation of such minors should be discontinued, when, in the opinion of the Chief Inspector of Workshops of the Ohio Department of Industrial Relations, it is in conflict with the provisions prohibiting and regulating the labor of minors, according to the General Code of Ohio.

The same certification required by the Bing Law for minor children who are given permission to work under specified regulations is expected of children in institutions when an exception must be made.

Work. Children should be assigned definite tasks and should be made to feel that they have a certain responsibility in keeping the institution clean and attractive. The ideal should be to establish the same basis of mutual help that exists in a well ordered family.

While doing his tasks the child should be sympathetically supervised in order that he may learn to do his work cheerfully and properly.

A definite work schedule should be followed so that no child is kept at one thing for so long that he has no further interest in his "bit." One of the sins of institutions is the very infrequent changing of work because of the trouble it makes the supervisors to teach another child just as soon as the former one has learned to do it well.

It should also be borne in mind that the work done by the children should be done solely for the purpose of instruction and teaching each child to do as many tasks as possible, as well as he can. Beyond what is required to accomplish this aim, the rest of the work should be done by hired employes. The work of the institution should never depend entirely upon the children.

"The work of children should be encouraged but child labor is discountenanced by the civilized world."

Recreation. An educator makes the statement that "play instead of being a wasted interlude in the learning process is the process itself." Therefore the recreational program of the institution should be as carefully planned as any other phase of its activities.

These general suggestions are offered:

Free play on playground or in playrooms is an important part of recreational life, because it is at such times that the child's imagination is given full sway and he creates the world as he sees it. For this kind of play children need toys and materials suitable to their ages and likings. Smaller ones need large toys requiring muscular exercise, such as kiddy cars, large building blocks, toys to be carried about or drawn by a cord.

Older children need materials from which they can make toys: spools, tincans, small boards, nails, tools, workbench, drawing and coloring materials. Girls need dolls and sewing material, and dollhouse equipment. All children love books and stories. There should be games of various kinds. The aim of all of these forms of play is to develop skill and talent, in addition to keeping the children happily occupied during the "quiet hours".

Organized Play and Activities are just as important because they involve the development of principles which children would never develop of their own accord by free play, and therefore require a certain amount of instruction. They inculcate ideals of leadership, fair play, sportsmanship, team-work, courage, loyalty, perseverance, etc., which must first be inspired by example. Under this form of recreation may be classed such sports as hiking, team games for both boys and girls, indoor tournaments, plays, group sings, parties given by certain groups to other groups.

Outside Contacts are broadened when through such activities there may be contests and games with community groups, with school or Sunday School organizations, with the Y. M. C. A. or Y. W. C. A. Membership in the local Boy and Girl Scout troops is of immeasurable value to the children. The librarian of the community may be interested in the needs of the children and establish story hour or provide suitable books from the library on the circulating plan. Very often men's and women's organizations become interested and provide equipment which could probably never have been obtained otherwise.

A Recreational Plan which is well worked out as it should be affords ample opportunity for boys and girls to play together under this natural form of supervision by the play directors. This eliminates the abnormal form of sex consciousness which results from the very obvious and impressive complete separation of sexes which has been customary in the past in institutions. There is also no reason why boys and girls should always be kept in their own separate playrooms. An evening or more each week should be spent together in games, entertainment, etc.

Pamphlets on materials and equipment for recreational purposes, both things already made and things easily and inexpensively constructed may be had from agencies listed under "Out of State Organizations."

Economic Training

In many institutions children grow up and are returned to communities supposedly self-supporting, without ever having learned that it takes money to buy the necessities of life and that money must first be earned by labor of some sort. The personal ownership of toys, pets,

clothing, and the opportunity to earn even very small amounts of money are essential in developing an appreciation of economic values.

The following opportunities should be granted to every child:

To earn something.

To keep personal accounts of money earned and spent.

To bank savings himself so as to become familiar with the processes.

To give small portions of savings to persons less fortunate than himself.

To purchase gifts for brothers, sisters, mothers, fathers, etc., upon proper occasions.

To assist in the choice and purchase of clothing so that they may learn how to buy and how to plan to make their money "reach".

Some very large institutions maintain a store or a bank where this training may be had. In smaller homes the children have more opportunity for doing the things "really and truly" in the community.

Moral Training and Discipline

The aim of all moral training and discipline is to secure the conscious cooperation of the child himself. Institutions which have the most varied, suitable, and attractive routines, by which life is so full that time never drags will have the least trouble with questions of discipline. When children are kept busy and happy there are fewer moral lapses.

When trouble does arise the first thing to determine is the motive back of the act. It may be that from the child's point of view and method of reasoning he has not committed an offense. Therefore it is the first duty to correct his ideas rather than to administer punishment. Children have a keen sense of justice and know when they have been punished unjustly.

To deny them some coveted privilege is one of the best forms of correction. Even then unless there is some definite relationship between the punishment and the offense there is not much to be gained by denying privileges. Where the connection can be made clear to the child, and as a result, his conscious cooperation obtained, it will serve as a disciplinary measure, having a positive effect. Otherwise the result achieved may be destructive rather than constructive.

A child having a decided abnormal, defiant attitude toward authority should be observed by a psychologist for advice as to how to correct it. People responsible for the care and discipline of children should be kept supplied with literature for study which will increase their knowl-

edge of child psychology and appreciate the different stages of mental development and emotional reactions through which they pass as they grow up.

The ordinary boy is like the Curate's egg, excellent in parts, and it therefore follows that he must be a source of considerable anxiety to his guardians. At the same is it not quite worth while to explore and find out all the good there is in him?

Religious Training

"Educate men without religion and you make them but clever devils." Children should attend church and Sunday School in the community whenever possible. The formation of the habit under these normal conditions will not result in the feeling of "strangeness" when the institution days are over. Instead there will be a sense of something familiar which will fill a need.

In a very few progressive Homes the children are permitted to continue to attend the churches of the faith of their parents instead of having them all attend the same one in a body. Very often representatives of various churches are glad to make arrangements to have some one call for the children and accompany them back to the Home.

When Sunday School is conducted within the institution, a regular course of Sunday School instruction should be followed, such as are available today through Sunday School Associations.

Children should be taught to say grace without having a bell tapped to mark the beginning and end of the service.

If the various churches in the community conduct "weekly church schools" or vacation Bible Schools, the children may be allowed to attend. Participation in church activities for young people is important.

Under no circumstances should a child be required to learn passages of Scripture as a punishment. Any association of the Bible in the child's mind with something disagreeable will never lead to the right attitude of mind toward it.

Family Life

Children who enter the doors of an institution do not by this act suddenly become in any way different from perfectly normal children, nor lose any of the natural instincts and desires they previously possessed. Their needs still remain the same. Therefore they still enjoy and need the fundamentals of family life. If denied these to any large extent while in the institution, they become institutionalized and unnatural.

The size of the Home is a big factor in preserving at least a semblance of a real home life. What is possible in a small home may be impracticable in a large one. Therefore the tendency in building or replacing institutions today, the cottage plan or modification thereof is superceding the old congregate styles.

An appreciation of the need of the child for affection and an interest in his own small world must exist before a way can be found to express it. These suggestions are offered:

To see each child always as an independent individual, not merely as one of a group.

To know each child intimately enough to understand his emotional reactions toward his governess, toward authority, his teacher, and his playmates, and to provide in some way for the right development of these reactions.

To establish the custom of having the Superintendent or matron have their meals in the same diningroom and entertaining small groups of children at their tables at various times.

To have brothers and sisters sit together at meal times, and to give them an opportunity to play together.

To have an occasional story hour when the "father" or "mother" tells or reads a story.

To give an older boy or girl an opportunity to accompany the superintendent or some member of the staff on a shopping tour, a hunting or fishing trip, or some sort of "jaunt" which will give the child an opportunity for an expression of the questions, desires and hopes which are a part of every child's life and which the child in the institution has so little opportunity to voice.

Culture

There are so many instances in which educational, and recreational activities are combined with cultural influences that the three may be very closely inter-related if wisely selected and planned. "What we make children love and desire is more important than what we make them learn," is the keynote. Therefore they should be made familiar with the things we would have them love in later years. The avenues of approach are:

Through music, by making them familiar with the best in the way of folk songs, folk dances, simple but beautiful musical themes. These should be accompanied by the "surrounding" tales, legends, etc., and stories of composers.

Through literature by making them familiar with the most suitable in literature according to age and understanding.

Through nature studies, of flowers, birds, insects, the animal kingdom. They should be allowed to study the habits of ants, bees, etc., from observation, and by keeping pets.

Through other forms of art by making them familiar with pictures, sculpture, etc. In communities having an interested instructor in the local art museum, the children may be given this rare opportunity to be awakened through the right kind of instruction for children.

Any child showing marked talent along any particular line should have special training and be encouraged to make something of it.

Diets

How can one know if the diet of the children is adequate?

By a very careful observation of the growth and development of each individual child.

This can be accomplished in one way only—by keeping a record of height and weight accompanied by a periodic re-examination of each child by a competent pediatricist who understands the modern interpretation of the term “nutrition.”

How should the diet for a children's home be revised?

Preferably by consulting some person who thoroughly understands the subject. Such a person can very often revise a dietary without changing the budget; sometimes even reducing it. It becomes a matter of spending the same amount of money for foods known to contain the most growth-producing elements, and decreasing or eliminating those known to have less value.

The chart on next page is an excellent guide for planning daily meals, using the following points as rules.

Use some food from each group each day.

Use a quart of whole milk a day for each child under six.

A pint for others.

Serve at least two vegetables each day beside potatoes and dried beans.

Serve some fruit twice daily—fresh, canned, or dried.

Serve cooked whole grain cereal at least four mornings a week.

Serve a fresh, green or raw vegetable at least four times a week such as onions, cabbage, celery, lettuce, etc.

Serve sweets at end of meal only.

Serve real butter each day.

The ordinary institution diet which is not intelligently planned will usually be found to contain only the foods in the third section entitled ENERGY-GIVING FOODS.

A GUIDE FOR MEAL PLANNING

Prepared by The State College of Washington Extension Service; U. S. Department of Agriculture, Co-operating

GROWTH-PROMOTING				BODY-BUILDING AND REGULATING FOODS					ENERGY-GIVING FOODS		
PROTECTIVE FOODS				Muscle, Bone, Teeth, and Regulating					Starches	Sugar	Fats
VITAMINS				Protein	Lime or Calcium	Iron	Phosphorus	Roughage			
A	B	C		Whole Milk: Skim Milk Eggs Cheese Lean Meat Fish Dried Beans Dried Peas Dried Lentils Nuts Cereals	Milk Cheese Buttermilk Cottage Cheese Chard Carrots Cauliflower Cabbage Outer Leaves Rutabagas Turnip Tops Water Cress Figs Oranges Asparagus Lettuce	Spinach Other Greens Dried Beans Dried Peas Dried Lentils Bran Molasses Dates Prunes Figs Raisins Egg Yolks Red Meat	Milk Cheese Cod Fish Lean Beef Whole Cereals Celery Egg Yolks Spinach Cauliflower Asparagus	Green Vegetables Beans Cabbage, raw Celery Turnips Squash Asparagus Onions Bran Whole Cereals Dates Prunes Apples Raisins Honey in Comb	Bread Crackers Macaroni Rice Tapioca Sago Breakfast Foods Cereals Whole Grain Corn Starch Cereals Potatoes Beans Peas	Sugar Molasses Sirup Honey Preserves Candy Jellies Dried Fruits Cake Cookies Other Desserts	Butter Cream Cheese Lard Bacon Salad Oils Salt Pork Chocolate Peanut Butter

DIETS FOR CHILDREN SEVEN TO TWELVE YEARS.

SAMPLE SUMMER DIET FOR A WEEK.

(Reprint from U. S. Bureau of Education bulletin No 2.)

BREAKFAST	DINNER.	SUPPER.
Oatmeal, $\frac{1}{2}$ to $\frac{3}{4}$ cup with milk.	Lamb stew, with vegetables, small portion.	Creamed potatoes, 1 cup.
Fresh or stewed fruit, 2 to 3 teaspoonfuls.	Squash or string beans, 2 to 3 tablespoonfuls.	Brown bread and butter, 2 to 3 slices.
Bread and butter, 2 to 3 slices.	Bread and butter, 2 to 3 slices.	Stewed prunes, 4 to 5.
Milk to drink, 1 glass.	Cornstarch pudding, 2 tablespoonfuls.	Milk to drink, 1 glass.
Force or corn flakes, 1 cup, with milk.	Chicken with rice, small portion.	Spinach soup with milk, 1 cup.
Egg, soft cooked.	Mashed potatoes, 2 to 3 tablespoonfuls.	Corn bread and sirup, 2 to 3 pieces.
Brown bread and butter, 2 to 3 slices.	Dandelion greens or boiled onions, 2 to 3 tablespoonfuls.	Cottage cheese, 1 tablespoonful.
Milk to drink, 1 glass.	Bread and butter, 2 to 3 slices.	Ginger cookies, 1.
	Fresh or stewed fruit, 2 to 3 tablespoonfuls.	
Hominy, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with milk.	Bacon, 1 slice.	Corn flakes, 1 to 2 cups, with milk.
Toast and butter, 2 to 3 slices.	Poached egg.	Puree of lima beans, $\frac{2}{3}$ cup, with milk.
Baked banana, 1.	Spinach, 2 to 3 tablespoonfuls.	Bread and butter 2 to 3 slices.
Milk to drink, 1 glass.	Spaghetti with tomatoes, 2 to 3 tablespoonfuls.	Ginger cookies, 1 to 2.
	Bread and butter, 1 to 2 slices.	
Corn meal, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with sirup.	Hamburg steak, 1 small ball.	Milk toast.
Scrambled egg, 1.	Boiled potato.	Baked potato, 1.
Bread and butter, 2 to 3 slices.	New beets and beet-top greens, 2 to 3 tablespoonfuls.	Bread and butter, 2 to 3 slices.
Milk to drink, 1 glass.	Bread and butter, 2 to 3 slices.	Milk to drink, 1 glass.
	Rice pudding, 1 to 2 tablespoonfuls.	Fresh or stewed fruit, 2 to 3 tablespoonfuls.
Oatmeal, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with milk.	Fish chowder, $\frac{3}{4}$ cup, or egg.	Shredded wheat, with milk.
Corn bread and butter, 2 pieces.	New beets, 2 to 3 tablespoonfuls.	Squash or chard, 2 to 3 tablespoonfuls.
Apple sauce or stewed pears, 2 to 3 tablespoonfuls.	Boiled potato.	Stewed fruit, 2 to 4 tablespoonfuls.
Milk to drink, 1 glass.	Bread and butter, 2 to 3 slices.	Bread and butter, 2 slices.
	Custard or junket, $\frac{1}{2}$ cup.	Milk to drink, 1 glass.
Force or corn flakes, 1 to 2 cups, with milk.	Lamb hash, small portion.	Plain cookies, 1.
Corn bread and butter, 2 to 3 slices.	String beans, 2 tablespoonfuls.	Rice and milk, $\frac{2}{3}$ cup.
Milk to drink, 1 glass.	Bread and butter, 2 to 3 slices.	Brown bread and butter, 2 slices.
	Apple sauce, 2 to 4 tablespoonfuls.	Ginger cookies, 1 to 2.
Rice, $\frac{1}{2}$ cup, with milk.	Dried pea or bean soup, 1 cup.	Milk to drink, 1 glass.
Bread and butter, 2 to 3 slices.	Greens, 2 to 3 tablespoonfuls.	Custard, $\frac{1}{2}$ cup.
Fresh or stewed fruit, 2 to 3 tablespoonfuls.	Baked potato.	
Milk to drink, 1 glass.	Bread and butter, 2 to 3 slices.	Baked potato, 1.
	Ice cream or fruit sherbet 2 tablespoonfuls.	Poached egg on toast, 1.
		Stewed prunes, 4 to 5.
		Plain cookies, 1 to 2.
		Milk, 1 glass.

For the younger children use more milk and less meat.

SAMPLE WINTER DIET FOR A WEEK

BREAKFAST	DINNER	SUPPER
Oatmeal, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices Baked apple, 1. Milk to drink, 1 glass.	Roast lamb, small slice; baked potatoes. Beets, onions, or oyster plant, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Rice pudding, 2 to 3 tablespoonfuls.	Scrambled egg, 1. Bread and butter, 2 to 3 slices. Oatmeal cookies, 1 to 2. Milk to drink, 1 glass.
Hominy, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Bacon, 1 slice. Cocoa with milk, 1 cup.	Vegetable soup, with carrots, beans, onions, 1 cup. Spinach with poached egg. ¹ Corn bread and butter, 2 to 3 slices. Dates, 4 to 5.	Baked potato, 1. Bread and butter, 2 to 3 slices. Stewed apricots, 2 to 3 tablespoonfuls. Cottage cheese, ¹ 1 tablespoonful.
Corn meal, $\frac{1}{2}$ to $\frac{2}{3}$ cup, with milk. Toast and butter, 2 to 3 slices. Orange. Milk to drink, 1 glass.	Rice and meat loaf, small portion. Stewed tomatoes, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Baked Indian pudding, 2 to 3 tablespoonfuls.	Rice and milk, $\frac{1}{2}$ cup. Creamed carrots or celery. Fruit cookies, 1 to 2. Bread and butter, 3 to 4 slices.
Oatmeal, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Stewed prunes or figs, 3 to 4. Cocoa with milk, 1 cup.	Beef stew with vegetables, small portion. Bread and butter, 3 to 4 slices. Rice pudding or custard, 2 to 3 tablespoonfuls.	Corn bread and sirup, 2 to 3 pieces. Macaroni, with tomatoes, 2 to 3 tablespoonfuls. Bread, 2 to 3 slices, and peanut butter, $\frac{1}{2}$ tablespoonful. Cocoa with milk, 1 cup.
Force or corn flakes, 1 to 2 cups, and milk. Bread and butter, 2 to 3 slices. Bacon, 1 slice. Milk to drink, 1 glass.	Chicken, small slice. Mashed potatoes, 2 to 3 tablespoonfuls. Creamed carrots or onions, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Ginger bread, 1 small piece, with thin cream. Milk, 1 glass.	Milk toast, 2 to 3 slices. Cottage cheese, 1 tablespoonful. Stewed prunes, 4 to 5. Cookies.
Pettijohn or malt breakfast food, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Soft egg. Milk to drink, 1 glass.	Creamed or fresh broiled fish, small portion. Baked sweet potato, 1. Bread and butter, 2 to 3 slices. Baked apple, 1.	Spinach or bean soup, 1 cup. Baked potato, 1. Corn bread and butter, 2 pieces. Milk to drink, 1 glass.
Corn meal, $\frac{2}{3}$ cup, and milk. Toast and butter, 2 to 3 slices. Orange. Cocoa with milk, 1 cup.	Lamb stew with vegetables, small portion. Boiled potato, 1. Bread and butter, 2 to 3 slices. Bread or rice pudding, 2 to 3 tablespoonfuls.	Celery soup with milk, 1 cup. Bread and butter, 2 to 3 slices. Custard or junket, $\frac{1}{2}$ cup. Ginger cookies, 1 to 2.

¹Toward spring, when eggs are abundant, they may be given more frequently, replacing some meat. Cottage cheese should be made at home or only the best grade purchased. It should be used only when fresh.

Children under three should have a modified diet. The Growth-producing and the Body-building and regulating foods are vitally important to this group because their growth and development during these years are extremely rapid. Orange juice alternating with tomato juice should be given daily each morning. A quart of whole milk for each child is essential. Spoon-fed babies should have the milk at the end of the meal rather than before so they will eat enough of the food. They may be given milk midway between meals.

Sample menus are given showing the quantity of food required by the average well child at each meal. (See pages 43 and 44.)

THE CARE OF INFANTS IN INSTITUTIONS.¹

The technique presented below for the care of infants in institutions, whether they care for babies entirely or maintain only a nursery department, represents the minimum requirements for babies, absolutely necessary to their normal development. A pediatrician should be in charge of the service, graduate nurses should direct the other attendants and maids. Two nurses and one maid are required for each twelve babies under six months of age, one nurse and one maid to each twelve babies from six to ten months of age, and two nurses and one maid to each twenty-four babies from ten to fourteen months.

Daily Care

TEMPERATURES:

1. Each baby should have individual thermometer, vaseline, thermometer wipes.
2. Thermometer should always be held by nurse—never allow it to come within reach of baby.
3. Rectal temperatures only.

BATHS:

Normal Bath. Temperature of water 100 F - 38 C.
Temperature of room 75 to 80 F - 26 C.

Baby thoroughly immersed, washed with light friction (unless otherwise ordered by physician)—to last 10 or 15 minutes. Dry well, brisk rub with sterile cotton seed oil.

Tepid Bath. Start with water 90 F - 26 C. After three to five minutes decrease to 80 F - 32.2 C. by adding cold water. Discontinue after 10 minutes.

¹This technique was developed at St. Ann's Infant Asylum, Cleveland, by Dr. J. R. Thompson in 1920. The result has been that with this type of care, babies under one year of age develop better than those in the average well-to-do home in which the parents have had no preparation or instructions in the care and development of the baby. After this time, however, the mental and social growth is best in the individual home.

The percapita cost per month for one baby based on a six months analysis of actual cost of operation of the infants department, having a daily average of 160 babies up to four years of age, is \$28.32. The daily percapita cost is \$.944.

WEIGHTS:

1. If there appears to be a deficiency in the feedings, baby shall be weighed immediately before and immediately after nursing, without change of clothing, for 24 hours. Weights to be recorded for physician.
2. When weighing a baby protect scales from contamination by a suitable covering.
3. Babies should be weighed each week at same hour of the same day, weight to be recorded. If normal gain is not made according to age, report to the physician.

FEEDING TECHNIQUE:

Fifty percent of trouble in infants comes from improper technique in feeding.

1. Babies to be held for *all* feedings, semi-erect, comfortable position, in arm of nurse. Unless otherwise ordered by physician interrupt feeding frequently, raising baby over shoulder, so that air swallowed may be expelled.
2. Care must be taken that baby is not given a soft worn nipple, on bottle, or that he does not suck air from empty bottle. Also do not allow him to suck his fingers after feeding.
3. At least fifteen minutes for each feeding. If vitality is lowered, or he cannot take his food as a normal baby does, allow twenty minutes, but no longer.
4. After feeding lay baby on right side unhampered by constricting clothing. All promiscuous handling forbidden. Not only retards natural processes, but contributes to transmission of infection.
5. After use nipples should be turned inside out, thoroughly washed, boiled for 2 minutes in a covered receptacle. Bottles rinsed in cold water, for five minutes.

It is hardly necessary in the present day to emphasize the fact that babies feedings should all be prescribed by a pediatrician, the formulae prepared by or under the direction of a graduate nurse, and that cow's milk of the best grade be used in making up the feedings.

STOOLS

1. Any apparent abnormality in stools should be reported, and stool saved. On a certain day of the week, the stools of all infants should be kept in containers for physician's inspection. (Small white enameled, covered pails are best containers.)
2. In changing diaper, always wash away from the genitals, avoiding possibility of contamination of urinogenital tract. After each changing hands should be carefully wash and be disinfected.

ADDITIONAL PRECAUTIONS

1. Nurses and all attendants should wear white gowns.
2. Nurses and attendants suffering from colds shall report to Superintendent and remain out of the department until released by a physician.

Medical Care and Inspection of Infants

All infants on admission shall have:

1. Complete physical examination, noted on clinical chart.
2. Obtainable history – recorded on chart.
3. Unless otherwise ordered, isolated for two weeks.
4. Throat culture to be made.

Routine inspections to be made by nurse, and noted on daily chart.

1. Head, chest, length measurements, on admission, or at birth.
2. At 3, 9, 12 months, and every six months during stay in institution height and weight to be noted.
3. At 3, 6, 9, 12, 18, and 24 months notations made as to ability to:
Hold head erect.
Sit alone.
Stand alone.
Walk.
Talk.
Time of eruption of teeth.
Closure of the fontanelles.
4. Any abnormal skin condition to be reported at once.

Any child having an abnormal rise in temperature should be isolated at once, ears cleansed by nurse and inspected by physician, specimen of urine collected daily until ordered discontinued by physician.

Under no circumstances should castor oil or laxatives be given by nurse without specific instructions. This includes enemas, suppositories, etc.

Laboratory Tests and Immunization.

Wassermann blood test at 6 months of age, repeated if negative, but supported by clinical evidence.

Von Pirquet skin tests at 3, 9, and 12 months.

Diphtheria immunization at 9 months.

Vaccination against smallpox when child goes to another department.

All developmental notes and laboratory findings should be conspicuously recorded on chart.

A Few Physiological Facts To Be Noted For The Instruction Of Those Caring For Infants.

An infant should only be allowed to sit up or to be carried in a vertical position when it can sit up alone. This generally occurs at about 8 months. Although it can hold up its head as early as at 4 months, the danger of carrying a young infant improperly is even greater than allowing it to sit up prematurely, because in carrying the infant, say on one arm, the oblique position assumed by the pelvis helps to exaggerate the tendency to lateral curvature of the spine. (Scoliosis)

The infant can, however, be assisted to develop its muscles by allowing it to be on its abdomen. In this position the desire to see things around it makes it raise and turn its head, in this way the muscles at the back of the neck are helped to develop. When the infant finds it can raise its head, it makes attempts to raise its thorax and support itself on its arms. In this way exercising and strengthening its spinal, pectoral and brachial muscles. Further than that, in such a position the infant soon makes attempts at crawling, with the consequent exercising and strengthening of its abdominal and leg muscles, thus preparing it for the act of standing and walking. An infant can generally stand alone at one year. When it does, it holds its body somewhat bent forward and stands with its hips and knees slightly bent and with its feet wide apart. (To lower center of gravity and increase stability)

To help an infant sit up with the aid of artificial support is physiologically wrong, because such outside help usurps the function of the spinal muscles, which in consequence fail to develop, thus leading to spinal deformities later on. Therefore, any attempt to put an infant in a position in which it must employ its own forces before these forces are developed may result in deformities.

The act of crawling is not only a very good preparation for walking but it also gives free lateral mobility to the spine which is an excellent safeguard against early lateral curvature.

The act of walking occurs normally between one year and 15 months. It is physiologically incorrect to try to teach an infant to walk, because unless the infant makes attempts to walk of its own accord, its muscles and bones are not yet developed enough to bear the weight of its body. The child learns to walk by attempting to imitate others. This is a conscious experience calling into action the pyramidal cells in the brain. These cells co-ordinate the movement by stimulating certain motor-neurons and inhibiting others. After many repetitions the child becomes more and more perfect until the walking becomes reflex—i.e. the act is relegated to the spinal cord and becomes automatic so that the movements are done unconsciously.

A child that has reached the developement necessary for walking can only be prevented from walking by mechanical restraint. So to initiate a program to teach the child to walk is unnecessary and the reverse being true. There is a definite contra-indication to walking by keeping in mind the above mechanics of child physiology, many practices detrimental to the child will be avoided.

Propping up with pillows, etc., use of chairs, rockinghorses, walkers and swings, improper posture while carrying, improper posture while feeding should be particularly avoided.

THE EMPLOYES

The employment of suitable persons to serve directly in charge of the children is becoming more and more difficult. Only by considering the reasons why women who have the necessary education, intelligence, capacity, refinement, and other desirable qualifications, do not seek such positions, can a remedy be found.

The solution of the problem lies in putting that part of the work which involves the actual care and training of the children on a more professional basis, which will attract more intelligent and better qualified young women with the result that many of the present "drawbacks" will eliminate themselves.

A plan being worked out by one institution is having every applicant for a position as cottage mother serve in every capacity in the institution as part of her course of training. When she has learned everything there is to know in each department she is ready to take charge of a cottage or department of children.

Another institution has developed the "department" system in which each department has a head who is responsible for its development and progress. This provides an incentive for the study of the particular subjects involved whether it be dietetics and study of food values, the physical, mental, and psychological development of children, the study of recreation, family rehabilitation, or any other phase of the work. Besides the educational value, there is more of an opportunity to be promoted to positions of higher responsibility.

If some system of regular increase in pay for continued service over a period of years could be worked out as a bonus of merit, and the training received be recognized as an asset, the present demands could be more adequately met.

With a staff of employes with such qualifications, staff meetings should become mutually helpful, "round table" discussions which would lighten the burdens of institution management, make the solution of problems more speedy, and add an enthusiasm and interest to the whole work, so that an institution could never become a deadly dull mechanical routine existence in a rut of complacency.

STANDARDS FOR COUNTY CHILD WELFARE BOARDS

Organization

The law provides for the appointment of a board of trustees in a county not having a Children's Home or where such Home is abandoned which shall be responsible for the care of neglected, dependent, and delinquent children. The board has the same powers and authority as the board of trustees of a children's home. The board selects a trained social worker to act as the chief executive for the board, and a matron to take charge of the receiving home.

The Receiving Home

Except in counties in which the average number of children is so small that an ordinary boarding home can meet every emergency which may arise, a receiving home is established which can comfortably accommodate from 10 to 20 children. The same fundamental requirements in the way of standards apply to a receiving home as to a small institution. The receiving home serves for the following purposes:

- a—A temporary shelter for children who have to be removed from their own homes.
 - b—As a training center for children who have been badly neglected and not taught hygienic or social habits and manners.
 - c—A center for the completion of physical examination, necessary corrective work, treatment, or observation, and of mental examination if necessary.
 - d—As a temporary shelter for children for whom some other plans are to be made, some treatment to be continued, etc.
 - e—A center to which children may be brought back for periodic re-examinations, observation, etc.
 - f—As a center to which foster mothers or boarding mothers may refer for suggestions, advice, etc. It may serve as an office for the social worker, all records being kept here.
- As soon as possible the child is placed in either a free home, an adoptive home, or a boarding home, depending upon the circumstances, sometimes boarded with its own parents or relatives.

The Placing Out

The standards of developing foster homes, and placing children are the same as those of any high grade placing agency. The same record forms are used.

The standards of boarding home development, supervision and after-care are the same as those required of boarding home agencies, the same record forms are used.

Because the chief executive is usually a trained social worker the required standards of investigation, placing, supervision, and after-care, the keeping of records, etc., are usually maintained to a high degree

APPENDIX

ANNUAL REPORT OF THE CHILDREN'S WELFARE DEPARTMENT OF THE DIVISION OF CHARITIES

For The Period Ending June 30, 1924

INSTITUTION INSPECTION BUREAU

Incorporations investigated:

1. Incorporations granted after investigation.....	2
Incorporations withdrawn after investigation.....	4
Incorporations pending.....	5
2. Building plans approved:	
Children's homes	2
Detention homes.....	2
Jails.....	3
Tuberculosis Hospitals.....	2
Day Nursery	1
3. Boarding Homes licensed:	
Homes certified.....	550
Homes re-certified (required annually).....	594
Homes refused license	106
Total capacity of certified boarding homes ..	3317
Agencies designated as local representatives for State in com- munities	16
New Boarding Home Agencies established.....	5
4. Child caring institutions inspected and licensed	192
5. Inspections of institutions for adults	240

CHILD CARE BUREAU

1. Children received:	
Dependents.....	306
Crippled	265
Total number of wards under supervision.....	2480
(Crippled of this number, 589)	
Number of adoptions during year (State wards).....	54
Number of adoptions pending	37
Children discharged during year	254
Age and Schooling certificates studied.....	210
Aid cases handled	811
Foster Home applications handled:	
Approved	271
Withdrawn	112
Renewed	38
Discarded	78
Pending	102
Total	603

BIBLIOGRAPHY

We are indebted to the following publications for some of the ideas and quotations herein used:

National Child Organization Bulletins.

Bureau of Educational Experiments Bulletins.

The Natural History of the Child by Dunn.

Standard Children's Home by Esther Eaton.

Children's Rights by Wiggin.

A Children's Home by M. I. Atkinson and J. Ortelle.

Housing and Care of the Dependent Child by Canadian Council on Child Welfare.

Child Care in Institutions by the Bureau of Children of Pennsylvania.

Standards of Child Placing, Supervision and After-Care of Dependent Children by the Bureau of Children of Pennsylvania.

Foster Home Care for Dependent Children by Emma Lundberg of Federal Children's Bureau.





Date Due

AUG 26 1940		
AUG 27 1940	JAN 28 1962	
MAR 11 1942	MAR 20 1954	
MAY 5 1942	APR 29 1964	
MAY 31 1945	NOV 23 1966	
MAR 12 '61	DEC 3 1967	
DEC 10 '61		
10 Dec 13		
Jan 14		
FEB 4 '57		
FEB 16 '57	DEC 12 1972	
JUL 19 '58	JUL 12 1973	
NOV 27 '58	MAY 9 1974	
MAY 22 '59	NOV 25 1975	
JUN 3 1960	MAR 10 1979	
JUN 6 1960	OCT 25 1979	
JUL 25 1960	11-14-79	
	12-3-79	
APR 24 '61	OCT 29 1984	
MAY 31 '61	OCT 03 1985	
NOV 7 '61		

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CHILD-CARING INSTITUTIONS

THE OHIO STATE UNIVERSITY BOOK DEPOSITORY



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